



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of

701-18-106-049

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Member districts reported a need to establish or expand existing Education & Training courses and related CTSO's to encourage and support students to select teaching as a career pathway.	The SSA will provide technical support and training for member LEAs to recruit staff; recruit students; align curriculum; include and/or expand Education career development into middle school; expand academic/career counseling specific to the Education field in middle school; and share instructional best practices for the implementation of Education and Training and growing CTSOs.
All member districts reported a shortage of teachers and teacher applicants. Hard to staff areas varied from district to district and a shortage across all areas of certification was identified.	The SSA will use grant funding to support paraprofessionals and substitutes to complete bachelor's degrees and/or pursue teacher certification and remain a minimum of 2 years with the school district as set forth by an executed MOU. SSA will support the LEA to determine and enter into an agreement with an EPP.
According to the ESC3 2016-7 TAPR, 68.6% of ESC3 students are considered minority. However, out of the total number of teachers who teach within ESC3, only 21.3% of teachers are considered minority.	The SSA will provide support and grant funds to recruit candidates of diversity to complete bachelor's degrees and/or pursue teacher certification and remain a minimum of 2 years with the school district as set forth by an executed MOU in order to mirror the diverse students they teach.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Pathway 1:

By May 2021, 100% of member LEA's will offer Education and Training course(s) and participate in at least one competitive CTSO (TAFE/FCCLA) event.

Student participation in education related CTSOs will be >65%.

Pathway 2: Decrease the number of vacancies from 23 to <5 as of June 15, 2021 in member districts.

Increase the number of African American and Hispanic teachers in member districts by 16 by May 31, 2021.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The SSA will provide technical support and resources to member districts via ESC3-led quarterly PLC meetings in order to:

Pathway 1: Collect Data: # of students completing and/or enrolled and attending: 1) each Education and Training course; 2) each Education and Training Dual Credit Course; 3) # of students participating in at least one CTSO (TAFE/FCCLA) activity or event; 4) # of current 9th and 10th grade students selecting Education as their career choice.

Pathway 2: Collect Data: 1) # and ethnicity of teacher candidates in each program; 2) # and ethnicity of teachers employed.

Conduct Grant Activities: 1) Signed partnership/MOU with IHE's to offer dual credit courses beginning the 2019-20 school year; 2) PLC Meeting to coordinate and provide technical support and resources; 3) LEAs select highly qualified instructors and field experience teachers; 4) LEAs execute MOUs; 5) LEAs market and recruit students; 6) LEAs include Education and Training courses in course schedule.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

The SSA will provide with technical support and resources to member districts via ESC3-led quarterly PLC meetings in order to: Pathway 1: Collect Data: # of students enrolled/attending or completing each education and training course and Dual Credit Course. 2) # of students participating in at least one CTSO activity

Pathway 2: Collect Data: # and ethnicity of teacher candidates completing certification/degree requirements; 2) positions accepted; 3) # of teacher applicants for open positions

Grant Activities: 1) Execute and sign MOU with IHE to offer dual credit; 2) PLC meetings to coordinate and provide support and resources to expand: courses, alignment to PGP, and CTSO activities. 3) support to select highly qualified instructors and field experience teachers; 4) revisit MOU; 5) support to market and recruit students with focus on top 10%, minority and campus leadership; 6) Ensure inclusion of Education courses in student course selection, master schedule and PGPs.

Third-Quarter Benchmark

The SSA will provide with technical support and resources to member districts via ESC3-led quarterly PLC meetings in order to: Pathway 1: Collect data: # of students enrolled/attending or completing each education and training course and Dual Credit Course. 2) # of students participating in at least one CTSO activity; 3) # 11th and 12th grade students selecting Education as their career choice.

Pathway 2: Collect data: 1) Number and ethnicity of teacher candidates completing a bachelor's degree program and certificates earned; 2) Number and ethnicity of teachers employed as of May 31, 2021; 3) Number and content area of unfilled positions as of May 31, 2021; 4) Number of teacher applicants for open positions.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

To assess the degree to which project goals are achieved, data will be collected and analyzed during the quarterly ESC3- led PLC meetings in order to adequately support and/or modify to achieve program success. Data will include, but not be limited to, the following:

- 1) Pathway 1 and Pathway 2 benchmark data,
- 2) Measure of student participation and engagement in CTSO (TAFE/FCCLA) activities and/ or events,
- 3) Number of teacher candidates placed in full-time teaching positions,
- 4) Demographic information of teacher candidates,
- 5) Teacher candidates survey results,
- 6) EPP mentor survey results, and
- 7) TeXes scores and passing rates for each administration.

The following will also be incorporated into the PLC agendas to guide modifications needed:

Why or why not are the following occurring? To what extent are:

- 1) Activities being performed as planned?
- 2) Activities reaching the goals set forth?
- 3) LEAs and teacher candidates satisfied with their involvement in this project?
- 4) Modifications required?

The overall program evaluation will assess the extent to which the project has achieved its intended effects, and other effects it could have had on the teacher candidates or the LEAs.

- 1) Did the project reach the intended number of teacher candidates and high school students?
- 2) Did the project provide the planned activities?
- 3) Did the activities lead to the expected products?
- 4) Were there any unexpected products?

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The SSA will provide with technical support and resources to member districts via ESC3-led quarterly PLC meetings in order to develop and support a plan/application process to recruit teachers to participate in the Education and Training course pathway. The selection process for each LEA may be unique and often times limited to the small staff who meets grant/certification requirements.

As required or as needed by each LEA, the Education and Training teacher selection process developed by the SSA member districts will include:

- Various student data systems to determine a demonstrated track record of measurable student achievement.
- Teacher candidates will provide evidence of involvement in student organizations. Number of years and types of student organizations (i.e. CTSO, UIL, etc.) will be considered
- Years of service at the LEA
- Experience in teaching Education and Training courses or closely related subject areas
- Strong evaluation ratings

Execution of a Memorandum of Understanding (MOU) will be required as a condition of receiving the teacher stipend. An MOU will be used to commit the Education and Training teacher candidate to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend. The MOU will also outline terms of agreement such as term, renewal and exit criteria, enrollment, selection, responsibilities, employment, and stipends.

The MOU will identify the teacher candidate's LEA as the primary contact for the Grow Your Own program. The LEA will be responsible for the daily program operations and service delivery operations. ESC-3 will serve as the contact for fiscal and budgetary matters, programmatic matters, and program monitoring.

Support of Education and Training Teachers:

Because some participating LEAs currently offer the Education and Training courses and required CTSO (TAFE/FCCLA), the SSA's role will be to ensure continuation and promote expansion of the required course(s) and CTSO activities via continued technical assistance and professional development.

LEAs who currently do not offer the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools the SSA will provide specific and targeted workshops/presentations on the Education and Training courses and required CTSO with examples of curriculum and materials to use. Teachers will be supported throughout this process via quarterly ESC3-led PLC meetings.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

The SSA will provide with technical support and resources to member districts via ESC3-led quarterly PLC meetings in order to develop and support a plan/application process to recruit teachers to participate in completing their degrees/certification via Pathway 2. The selection process for each LEA may be unique and is often times limited to only those staff members who meet the requirements set forth in the grant.

Recruitment:

The SSA in partnership with participating LEAs will use the following strategies for recruiting teacher candidates for Pathway 1:

1) Personal invitation (Written/Face to Face) to LEA-led information meeting to all eligible staff especially those meeting the student diversity of the LEA

2) LEA's host GYO Information Meeting highlighting the following:

- Grant requirements for teacher candidates: Candidates must not already hold a teacher certification in the state of Texas; Candidates must already have a minimum of 60 credit hours towards a bachelor's degree; Candidates must have the capacity to graduate with a bachelor's degree and teacher certification within the timeline of the grant; Candidates must currently be employed as a paraprofessional, instructional aide, or long-term substitute teacher within the eligible LEA during the 2018–2019 school year, serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities; For degreed candidates seeking certification only: candidates must provide proof of degree earned.

- Stipend and terms/conditions set forth in MOU

- IHE and EPP opportunities

- Support provided by SSA and LEA during the grant time period

- Potential career pathways and identified hard-to-staff areas within the LEA

3) Application/selection process that includes:

- Evaluation ratings

- Involvement in school activities

- Pursuit of certification in hard-to-staff areas

- Commitment to degree and certification persistence

- Recommendations from colleagues

- Diversity that matches LEA student diversity

- If an LEA has more applicants than teacher candidate slots available, applications will be evaluated and ranked using a rubric that includes application criteria and is designed by all members of the SSA

4) Executed Memorandum of Understanding (MOU): A MOU will be used to commit the Education and Training teacher candidate to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend. The MOU will also outline terms of agreement such as term, renewal and exit criteria, enrollment, selection, responsibilities, employment, and stipends. The MOU will identify the teacher candidate's LEA as the primary contact for the Grow Your Own program. The LEA will be responsible for the daily program operations and service delivery operations. ESC-3 will serve as the contact for fiscal and budgetary matters, programmatic matters, and program monitoring.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	1	X \$11,000 =	11,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	10	X \$5,500 =	55,000
Number of high schools with existing Education and Training courses in 2018-2019	7	X \$6,000 =	42,000
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
Total Request for Pathway 1			117,000

PATHWAY TWO☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	11	X \$5,500 =	60,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	14	X \$11,000 =	154,000
Request for Pathway 2			214,500
Request for Pathway 1			117,000
Total Combined Request for Pathways 1 & 2			331,500

PATHWAY THREE☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

	255,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Printing	500
ESC Travel to Schools	500
Administrative	7,300
PLC/Training Expenses	1,800

SUPPLIES AND MATERIALS (6300)

Supplies	8,000

OTHER OPERATING COSTS (6400)

Stipends-Pathway 1	60,000
Stipends - Pathway 2	195,000
Substitute Teachers	14,400
CTSO & Professional Development Travel	44,000

Total Direct Costs 331,500

Should match amount of Total Request from page 8 of this application

Indirect Costs 13,077**TOTAL AMOUNT REQUESTED**

344,577

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Implement and Growth of Education Courses

The SSA will provide with technical support and resources to member districts via ESC3-led quarterly PLC meetings in order to develop and support a plan to recruit students to participate in the Education and Training course pathway.

Professional development and technical assistance will be provided by the SSA to LEA's to help motivate students to enter and persist in the Education and Training courses including:

1. Methods of identifying and encouraging student interests in education careers
2. Targeted and broad-spectrum recruitment activities
3. Sponsoring CTSOs (TAFE/FCCLA) activities and events
4. Utilizing current curriculum and guidance materials
5. Student and parent brochures/helpful guides highlighting careers in education
6. Promoting Education and Training program of study/endorsement and the Grow Your Own Program.

As required or as needed by each LEA, the **Education and Training teacher selection process** developed by the SSA member districts will include:

1. Various student data systems to determine a demonstrated track record of measurable student achievement.
2. Teacher candidates will provide evidence of involvement in student organizations. Number of years and types of student organizations (i.e. CTSO, UIL, etc.) will be considered
3. Years of service at the LEA
4. Experience in teaching Education and Training courses or closely related subject areas
5. Strong evaluation ratings

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Student Marketing and Recruiting

Student recruitment strategies targeting specific student subpopulations will include, but are not limited to:

1. Engage students in an overview of Education and Training courses, activities (CTSO's) and career opportunities.
2. Make presentations indicating that the LEA is seeking students who are interested in taking a education and training classes.
3. Advertise education careers and recruiting materials for Education and Training classes.
4. Collaborate with counselors to market and create recommendations for the Education and Training course(s).
5. Market Education and Training courses and careers in the middle schools

All student groups will be solicited for interest, but an emphasis for recruitment will be targeted towards:

1. Top 10% class rank
2. Students by ethnicity
3. Students by subpopulation (i.e. economically disadvantaged, limited English proficient, and migrant status).

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

OPTIONAL IHE and LEA Partnership

The SSA will provide technical support and resources to member districts via ESC3-led quarterly PLC meetings in order to develop and support a partnership with IHE and dual credit opportunities for students to participate in the Education and Training course pathway.

Currently, only one LEA member in the SSA has the ability to partner with an IHE to offer dual credit classes.

The SSA will facilitate the process for continuing to include the dual credit partnership by assisting in:

- (1) Collaboration between LEAs and IHEs to allow for effective planning including course delivery and course objectives
- (2) Implement TSI assessment plan,
- (3) Implementation and evaluation of the program

Prior to students receiving dual credit for courses, the LEA and an IHE will enter into a partnership formalized in a Dual Credit Agreement that details the roles of the partners in providing dual credit courses to high school students.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

OPTIONAL Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

The SSA will provide with technical support and resources to member districts via ESC3-led quarterly PLC meetings in order to support teacher candidates in completing their degrees/certification via Pathway 2.

The number of participants in the SSA pursuing BA and certification is 14
The number of Participants in the SSA pursuing certification only is 11.

Professional collaboration and technical assistance will be provided by the SSA to LEA's to help support teacher candidates as they enter and persist in the completing degrees/certifications:

1. Methods of supporting paraprofessionals, instructional aides, and/or long-term substitutes.
2. Job-embedded training opportunities
3. Flexibility of training locations and schedules to support
4. Establishing a cohort support group for all teacher candidates to share positive and trying experience so that appropriate support and celebrations can be made.

SUPPORTING DETAILS

District	County/District Number	Size	Pathway 1- Bachelors	Pathway 1 - Masters	Pathway 2 - Certification Only	Pathway 2 - Degree	Minority Representation
Bay City ISD	158-901	3726	1	0	1	1	African American & Hispanic
Cuero ISD	062-901	2045	2	0	0	2	
East Bernard ISD	241-902	1009	2	0	1	0	Hispanic
El Campo ISd	241-903	3678	1	0	0	0	
Hallettsville ISD	143-901	1124	1	0	2	0	African American (2)
Karnes City ISD	128-901	1073	1	0	1	7	Hispanic (4)
Moulton ISD	143-902	294	1	0	0	3	
Wharton ISD	241-904	2212	1	1	6	1	African American (6) & Hispanic (2)

Budget

Stipends Pathway 1	\$60,000
Stipends Pathway 2	\$195,000
<i>Reimburse Tuition and Testing Expenses</i>	
Substitute teachers	\$14,400
Printing	\$500
Travel to state provided professional development	\$20,000
CTSO Related Expenses	\$24,000
Supplies	\$8,000
PLC/Training Expenses	\$1,800
ESC Travel to schools	\$500
Administrative	\$7,300
	\$331,500